

ABSOLUTE RATING: Below Average

IMPROVEMENT RATING: Good

Number of districts with students like ours: 9.

The absolute ratings for those districts ranged from unsatisfactory to below average.

For improvement ratings, the range was from below average to good.

Definitions of District Rating Terms

Excellent- District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal.

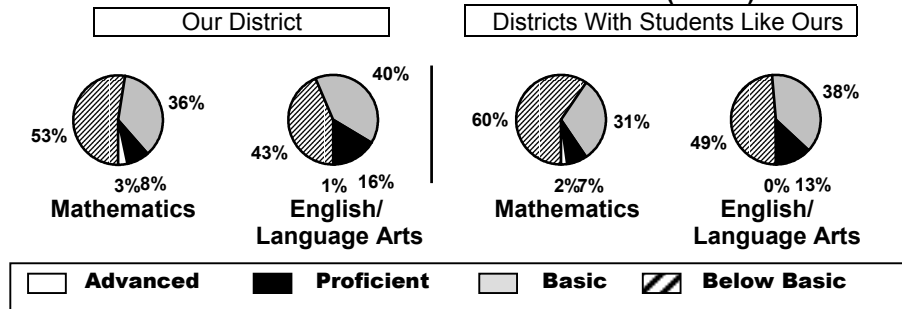
Good- District performance exceeds the standards for progress toward the 2010 SC Performance Goal.

Average- District performance meets the standards for progress toward the 2010 SC Performance Goal.

Below Average- District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal.

Unsatisfactory- District performance fails to meet the standards for progress toward the 2010 SC Performance Goal.

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



DEFINITIONS OF CRITICAL TERMS:

- **Advanced** – Student performance exceeded expectations.
- **Proficient** – Student performance met expectations.
- **Basic** – Student performance met minimum performance expectations.
- **Below Basic** – Student performance did not meet minimum performance expectations.

PERFORMANCE BY STUDENT GROUPS

| Student Group | Percent of Seniors Passing the Exit Exam | Percent of Seniors Qualifying for LIFE Scholarships | Percent of Students Scoring Basic or Above on the PACT | |
|--|--|---|--|-------|
| | | | ELA | Math |
| All Students | 79.3% | 4.7% | 56.4% | 47.4% |
| Students with disabilities other than Speech | 38.1% | 0.0% | 25% | 7.9% |
| Students without disabilities | 83.4% | 4.9% | 59.3% | 50.8% |
| Gender | | | | |
| Male | 76.9% | 4.5% | 48.2% | 42% |
| Female | 81.1% | 4.7% | 65.1% | 53% |
| Ethnic Group | | | | |
| African-American | 79.1% | 2.6% | 55% | 45.8% |
| Hispanic | 0.0% | N/A | N/A | N/A |
| White | 85.7% | 25.0% | 71.1% | 61.7% |
| Other | 0.0% | 33.3% | N/A | N/A |
| Lunch Status | | | | |
| Free/ Reduced-Price Lunch | 80.1% | 2.0% | 55.2% | 46% |
| Pay for Lunch | 76.3% | 8.3% | 67.2% | 58.9% |

TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM

| | First-time Examinees | | |
|-----------------------------------|----------------------|-------|-------|
| | 1999 | 2000 | 2001 |
| Our district | | | |
| Passed all 3 subtests | 34.7% | 29.8% | 50.0% |
| Passed 2 subtests | 27.3% | 25.9% | 22.6% |
| Passed 1 subtest | 20.3% | 20.4% | 14.9% |
| Passed no subtest | 17.7% | 23.9% | 12.5% |
| Districts with students like ours | | | |
| Passed all 3 subtests | 40.1% | 39.3% | 50.6% |
| Passed 2 subtests | 25.8% | 23.9% | 20.1% |
| Passed 1 subtest | 18.0% | 19.3% | 16.1% |
| Passed no subtest | 16.1% | 17.5% | 13.3% |

LIFE scholarships at four-year institutions

| | Eligible | Percent of Seniors Meeting Grade Point Average Requirement | Meeting SAT/ACT Requirement |
|---------------------|----------|--|-----------------------------|
| Our District | 4.7% | 32.0% | 4.7% |
| Districts Like Ours | 3.8% | 26.1% | 4.0% |

College Admissions Tests: Tests that are frequently used in the college admissions process.

| | SAT Verbal | | SAT Math | | SAT Total | | ACT English | | ACT Math | | ACT Reading | | ACT Science | | ACT Total | |
|----------|---------------|------|-------------|------|--------------|------|----------------|------|-------------|------|----------------|------|----------------|------|--------------|------|
| | 2000 | 2001 | 2000 | 2001 | 2000 | 2001 | 2000 | 2001 | 2000 | 2001 | 2000 | 2001 | 2000 | 2001 | 2000 | 2001 |
| District | 401 | 394 | 416 | 400 | 817 | 794 | 15.8 | 13.4 | 17.2 | 15.3 | 17.3 | 14.1 | 16.2 | 14.7 | 16.7 | 14.6 |
| State | 484 | 486 | 482 | 488 | 966 | 974 | 18.7 | 18.8 | 19.2 | 19.3 | 19.5 | 19.5 | 19.2 | 19.2 | 19.3 | 19.3 |
| Nation | 505 | 506 | 514 | 514 | 1019 | 1020 | 20.5 | 20.5 | 20.7 | 20.7 | 21.4 | 21.3 | 21.0 | 21.0 | 21.0 | 21.0 |

These tests were administered to samples of students:

Terra Nova Test: A national, norm-referenced achievement test.

Percent scoring in upper half

| | Reading | | Language | | Math | | Total | |
|----------|---------|--------|----------|--------|-------|--------|-------|--------|
| | State | Nation | State | Nation | State | Nation | State | Nation |
| Grade 4 | 47.8 | 50.0 | 43.1 | 50.0 | 58.4 | 50.0 | 50.5 | 50.0 |
| Grade 7 | 45.8 | 50.0 | 59.4 | 50.0 | 54.7 | 50.0 | 53.9 | 50.0 |
| Grade 10 | 59.6 | 50.0 | 59.5 | 50.0 | 62.4 | 50.0 | 59.1 | 50.0 |

National Assessment of Education Progress : A national, criterion-referenced achievement test.

Percents of Students

| Test | Grade | Year | Advanced | | Proficient | | Basic | | Below Basic | |
|-------------|-------|------|----------|--------|------------|--------|-------|--------|-------------|--------|
| | | | State | Nation | State | Nation | State | Nation | State | Nation |
| Reading | 4 | 1998 | 4 | 6 | 18 | 23 | 33 | 32 | 45 | 39 |
| Writing | 8 | 1998 | 0 | 1 | 15 | 23 | 64 | 59 | 21 | 17 |
| Mathematics | 4 | 2000 | 2 | 3 | 16 | 23 | 42 | 43 | 40 | 31 |

DISTRICT PROFILE

INDICATORS OF DISTRICT PERFORMANCE

| | This District | Change from Last Year | Districts With Students Like Ours | Median District |
|--|---------------|-----------------------|-----------------------------------|-----------------|
| DISTRICT | | | | |
| • Dollars per student | \$7,108 | N/A | \$7,279 | \$6,464 |
| • Prime instructional time | 88.7% | Down from 90.9% | 88.7% | 89.4% |
| • Student-teacher ratio | 18.3 to 1 | N/A | 18.3 to 1 | 20.2 to 1 |
| • Vacancies for more than nine weeks | 7.4% | N/A | 3.6% | 0.6% |
| STUDENTS (n=3,786) | | | | |
| • Advanced placement/ int'l baccalaureate program exam success ratio | 0% | N/A | 0% | 43.8% |
| • Attendance Rate | 96.1% | Down from 97.5% | 95.7% | 95.7% |
| • Taking PACT (ELA) off grade level | 7.2% | N/A | 8.5% | 5.8% |
| • Taking PACT (Math) off grade level | 7.2% | N/A | 5.9% | 4.5% |
| • Retention rate | 6% | Up from 5.3% | 7.5% | 6.0% |
| TEACHERS (n=270) | | | | |
| • Professional development days per teacher | 5 Days | Down from 7.6 | 8 Days | 7.8 Days |
| • Attendance rate | 93.9% | Down from 94.8% | 94.5% | 95.2% |
| • Advanced Degrees | 49.6% | Down from 51.7% | 34.3% | 44.4% |
| • Continuing contracts | 79.6% | Down from 85.3% | 71.1% | 81.4% |
| • Out-of-field permits | 3% | Up from 1.9% | 5% | 2.2% |
| • Teachers returning from the previous year | 86.1% | Down from 90.8% | 79.5% | 89.5% |
| • Average salary | \$39,045 | Up 6.0% | \$34,944 | \$37,143 |

DISTRICT FACTS

| | | | | |
|---|-----------|---------------|----------|-----------|
| DISTRICT | | | | |
| • Annual dropout rate | 5.6% | Up from 2.7% | 4.1% | 2.9% |
| • Percentage spent on teacher salaries | 51.7% | N/A | 47.5% | 50.9% |
| • Superintendent's years in the district | 13 | N/A | 5.5 | 3.5 |
| • Parent conferences | 65.2% | N/A | 65.2% | 81.0% |
| • Opportunities in the arts | Excellent | N/A | Good | Excellent |
| • Number of schools | 7 | No change | 4 | 8 |
| • Number of alternative schools | 0 | No change | 0 | 0 |
| • Number of charter schools | 0 | No change | 0 | 0 |
| • Number of magnet schools | 0 | N/A | 0 | 0 |
| • Portable classrooms | 9.4% | N/A | 7.2% | 6.5% |
| • Attendance rate of district office staff | 95.1% | Up from 94.5% | 95.5% | 97.5% |
| • Average administrative salary | \$66,427 | Up 7.6% | \$62,979 | \$64,098 |
| STUDENTS | | | | |
| • Enrollment in adult education GED or diploma programs | N/A | N/A | N/A | N/A |
| • Percent of completions in adult education GED or diploma programs | N/A | N/A | N/A | N/A |
| • Suspensions and expulsions | 89 | N/A | 41 | 100 |
| • Percent eligible for state gifted and talented programs | 4.5% | Up from 3.8% | 4.5% | 10.5% |
| • Percentage with disabilities other than speech | 10.1% | Up from 9.1% | 9.1% | 10.5% |

Orangeburg 3 School District
Post Office Box 98
Holly Hill, SC 29059



Grades K-12

Enrollment: 3,786 Students

Superintendent David Longshore, Jr. 803-496-3288

Board Chair Samuel B. Marshall 803-496-3716

THE STATE OF SOUTH CAROLINA

| | |
|-----------------------------|------|
| Annual District Report Card | 2001 |
|-----------------------------|------|

DISTRICT SUPERINTENDENT'S REPORT

Orangeburg County Consolidated School District Three, located in the eastern part of the county, is comprised of eight schools with a total student population of 3,937.

Eighty-eight percent of the students are eligible for free/reduced lunch, which research shows is a significant factor in student achievement. Other factors that impact student achievement are a limited tax base for generating funding and the limited number of cultural and recreational opportunities that makes it difficult to recruit and retain high-quality teachers.

However, positive community efforts have produced the following:

Recent passage of a referendum to update facilities

Local financial efforts above the state average to provide more resources to strengthen student academic performance

Leadership of the Board of Trustees that is unified in its determination to do what's best for the children of the District

Civic and religious organizations that are advocates for the public schools in the District

The District has adopted the following approach to assist in providing for the academic success of all students:

Align curriculum with state standards

Assess student performance with benchmark tests

Focus professional development for teachers on using data to analyze weaknesses

in achievement and instruction, utilizing best practices, and incorporating technology in the classroom

Provide assistance to schools in addressing student needs based on PACT results

Monitor classroom instruction on a regular basis

As a result of these initiatives, PACT scores have increased district-wide.

Because of the high level of commitment and teamwork by teachers, administrators, and other staff members, along with the support of parents and the community, the District is able, in spite of the challenges noted above, to provide quality programs for its students.

David Longshore, Jr.

South Carolina Performance Goal:

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the five fastest improving systems in the country.

For more information, visit our website at

www.myschools.com

